

Review of Federal Data Collection Systems

Study/Database	Sample/Counts	Database Access
Agency for Health Care Research and Quality and National Center for Health Statistics		
<p>Medical Expenditure Panel Survey, Component: 1987 Survey of American Indians and Alaskan Natives (SAIAN)</p> <p>Survey of health care use, expenditures, sources of payment, and insurance. SAIAN surveyed Indian Health Service eligible Indians residing in Indian Health Service service area.***</p> <p>In the screening stage, participants were asked to look at a card and pick the race that best described their own background. Participants were also asked if they were eligible to receive health services provided by or paid for by the Indian Health Service.</p> <p>*** A person may be regarded within the scope of the Indian Health program if he is not otherwise excluded therefrom by provision of law, and: A. Is of Indian and/or Alaska Native descent as evidenced by one or more of the following factors: (1) Is regarded by the community in which he lives as an Indian or Alaska Native; (2) Is a member, enrolled or otherwise, or an Indian or Alaska Native Tribe or Group under Federal supervision; (3) Resides on tax-exempt land or owns restricted property; (4) Actively participates in tribal affairs; (5) Any other reasonable factor indicative of Indian descent, or B. Is an Indian of Canadian or Mexican origin recognized by any Indian tribe or group as a member of an Indian community served by the Indian Health program; or C. Is a non-Indian woman pregnant with an eligible Indian's child for the duration of her pregnancy through post partum (usually 6 weeks); or D. Is a non-Indian member of an eligible Indian's household and the medical officer in charge determines that services are necessary to control a public health hazard or an acute infectious disease which constitutes a public health hazard. (Taken from the Indian Health Service web site: http://www.ihs.gov/GeneralWeb/HelpCenter/CustomServices/elig.asp)</p>	<p>SAIAN: 1,990 households</p>	<p>Public use files. Dan Walden, Ph.D. (301) 594-400 (301) 594-2166 dwalden@cghsir.ahcpr.gov</p>

Study/Database	Sample/Counts	Database Access
Bureau of Justice Statistics		
<p>National Crime Victimization Survey (NCVS)</p> <p>Each year, data are obtained from a nationally representative sample regarding the frequency, characteristics and consequences of criminal victimization in the United States. The likelihood of victimization by rape, sexual assault, robbery, assault, theft, household burglary, and motor vehicle theft are reported for the entire population and for segments of the population, including women, the elderly, members of various racial groups, city dwellers, and other groups. Ongoing from 1973; redesign 1992.</p> <p>Data may be looked at by race of victim, and by rural, suburban, or urban locations.</p> <p><i>A report on Native American victimization will be coming out in January 2001.</i></p>	<p><u>Total:</u> Roughly 43,000 households; more than 80,000 persons</p> <hr/> <p><u>Weighted total number of AI/AN</u>, for the combined years 1993-1998: 1.4 million</p> <p><u>Unweighted AI/AN, by year:</u> 1993: 1470 1994: 1610 1995: 1560 1996: 1200 1997: 1200 1998: 1134</p>	<p>http://www.icpsr.umich.edu/cgi/subject.prl?path=NACJD&format=tb&qquery=X</p>
Bureau of Justice Statistics and National Center on Education Statistics		
<p>School Crime Supplement (SCS) to the National Crime Victimization Study</p> <p>Created as a supplement to NCVS, the SCS survey was conducted in 1989, 1995, and 1999 to collect additional information about national, school-related victimizations. Respondents were ages 12-19. A SCS, jointly developed by the Bureau of Justice Statistics (BJS) and the National Center for Education Statistics (NCES), will continue to be fielded as a supplement to the NCVS every few years.</p> <p>Usually one race category was selected (American Indian/Aleut/Eskimo), with the option to pick 'other race'.</p>	<p><u>Total:</u> 1989: 10,449 students 1995: 9,954 students</p> <hr/> <p><u>AI/AN:</u> 1995: 85 1989, 1999: similar</p>	<p>44 CD-ROMs: http://nces.ed.gov/surveys/SDDDB/SDDB.html</p>

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Bureau of Labor Statistics National Longitudinal Surveys (NLS) Several surveys gathering information at multiple points in time about the labor market and life experiences of six groups of American men, women, and youth, beginning in the 1960's. <i>Not useable due to unknown and low numbers of Native Americans.</i>		
	<u>Total:</u> <ul style="list-style-type: none"> • 1966/99: men, ages 45-59 in 1966: 5020 • 1967/99: women, ages 30-44 in 1967: 5083 • 1966/81: men, ages 14-24 in 1966: 5225 • 1968/99 women, ages 14-24 in 1968: 5159 <hr/> <u>Total and AI/AN sample:</u> <ul style="list-style-type: none"> • 1979/98 NLSY79, ages 14-22 in 1979: 12,686 total; because of survey error, the number of AI/AN is unknown • 1986/98 NLSY79 children, birth-14 in 1986 : number of AI/AN unknown (survey error) • 1994/98 NLSY79 adults, ages 15-22 in 1994: number of AI/AN is unknown (survey error) • 1997/99 NLSY97, ages 12-16 in 1997: 61/8,984 	Data CDs: Center for Human Resource Research usersvc@postoffice.chrr.ohio-state.edu (614) 442-7366 or (614) 442-7315

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<p>Center for Substance Abuse Treatment</p> <p>Substance Abuse Prevention and Treatment Block Grant Application Data</p> <p>States are required to submit a uniform application as a condition of receipt of their annual Substance Abuse Prevention and Treatment (SAPT) Block Grant allocation. The application collects standardized data on the following:</p> <ul style="list-style-type: none"> • The need for treatment and prevention services at the state and substate level and for targeted population subgroups (e.g., intravenous drug users, women). • Treatment and prevention service capacity by type of service (e.g., inpatient, methadone maintenance, drug-free outpatient). • Treatment and prevention service utilization by type of service. • Public expenditures (Federal, State, and local) for treatment and prevention services aggregated at the state level and broken down by provider. <p>(From Directory of Minority Health and Human Services Data Resources)</p> <p>Recent studies with Native American focus:</p> <ul style="list-style-type: none"> • Arizona, Tribal Household Study. In-person interviews regarding substance abuse. • Minnesota, 1997. Report sent to printer 12/2000. • Montana. Blackfoot reservation study of treatment needs. • North Dakota, 1995. Native American needs assessment for substance abuse. • Texas, 1993. Kickapoo Indians, Volatile Substance Use in Eagle Pass. • Utah, 1998, Navaho reservation. Completed analysis 7/2000. • Washington, 1996. Treatment by race and ethnicity. Data collection has been completed. • Wisconsin, 1998. Study in progress. • Wyoming, 1996, American Indians in Wyoming. Recapture study to assess need for treatment. 		
	<p><i>Sent request for information to PEL@SAMSHA.gov (freedom of information officer). Will need to obtain summaries of state needs assessment forms.</i></p>	<p>Kevin Mulvay 301-442-9472</p> <p>Hal Crosse 301-443-3820</p> <p>Debbie Fulcher 301-443-9154</p>

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<p>Centers for Disease Control and Prevention</p> <p>The National Health Interview Survey</p> <p>The National Health Interview Survey (NHIS) is a household interview survey conducted continuously throughout the year. Each week's sample is a national probability sample of the civilian, non-institutionalized population of the 50 States and the District of Columbia. Collected since 1957. (From Directory of Minority Health and Human Services Data Resources)</p> <p>The 1982-1996 NHIS consisted of two parts: (1) basic health and demographic items (the Core questionnaire), and (2) one or more sets of questions on current health topics. The revised NHIS has three parts or modules: a Basic module, a Periodic module, and a Topical module. The Basic module will function as the new Core questionnaire, and will be essentially the same from year to year and will allow for trends analysis and for data from more than one year to be pooled to increase sample size for analytic purposes. The Basic Module contains three components: the Family Core, the Sample Adult Core, and the Sample Child Core. Information to be collected on the Family Core for all family members includes: household composition and sociodemographic characteristics; tracking information; information for matches to administrative databases; and basic indicators of health status and utilization of health care services. (From http://www.cdc.gov/nchs/about/major/nhis/hisdesc.htm)</p> <p>Native Americans have never been oversampled. Data can be looked at yearly, and years can be combined. 'Multiple races' is an option.</p>		
	<p><u>Total:</u> About 40,000 households annually</p> <hr/> <p><u>AI/AN, 1999 person level:</u> 642/96,732</p> <p><u>AI/AN, 1998 person level:</u> 801/98,785</p>	<p>http://www.cdc.gov/nchs/datawh/ftp/serv/ftpdata/ftpdata.htm</p> <hr/> <p>Gary E. Hendershot, Ph.D. (301) 458-4265 geh2@nch08a.em.cdc.gov</p>

Study/Database	Sample/Counts	Database Access
<p>WISQARS (Web-based Injury Statistics Query and Reporting System)</p> <p>An interactive system that provides customized injury-related mortality data. Mortality data from 1981-1997 are produced in two report formats: Injury Mortality Reports and Leading Causes of Death Reports. Both reports are available by year, age, race, sex, Hispanic origin, and state. Race categories are White, Black, American Indian/Alaskan Native, Asian and Pacific Islander, and Other (which is all non-white and non-black and may include other races not listed here). Death data come from a national mortality database compiled by CDC's National Center for Health Statistics. This database contains information from death certificates filed in state vital-statistics offices and includes causes of death reported by attending physicians, medical examiners, and coroners, and demographic information about decedents reported by funeral directors, who obtain that information from family members and other informants. Population data come from the Bureau of the Census. (From http://www.cdc.gov/ncipc/osp/wisqars_intro.htm)</p> <p>Injury Mortality Report data can be searched by race (AI/AN), region, age, sex, cause of death, year, intent (homicide, suicide, etc.) and Hispanic ethnicity.</p> <p>Leading Cause of Death Reports have the same options, but only up to the top 20 causes of death may be selected.</p>	<p>Counts</p>	<p>http://www.cdc.gov/ncipc/osp/wisqars_intro.htm</p>
<p>Youth Risk Behavior Surveillance Survey (YRBSS)</p> <p>Prevalence, initiation, and continuation of health risk behaviors in youth, every 2 years. Each state conducts their survey. Native samples have not been weighted.</p> <p>Asked, "How do you describe yourself (select one or more)" during the past 2 surveys. In previous years, participants were instructed to choose one.</p>	<p><u>1999 AI/AN:</u> 101/14,874</p> <p><u>1997 National sample AI/AN:</u> 139/16,262</p> <p><u>1997 BIA students:</u> 5,606</p> <p><u>93,94,95:</u> AI/AN sample "too small to be meaningful."</p> <p><u>1990 AI/AN:</u> 144/11,631</p>	<p>Laura Kann, Ph.D. (404) 488-5330 (404) 488-5665 lkkl@ccdask1.em.cdc.gov</p> <hr/> <p>Youth97 CD-ROM: Five years of YRBS summary data: 770-488-3257,FAX 770-488-3112, or HealthyYouth@cdc.gov</p>

Study/Database	Sample/Counts	Database Access
Indian Health Service		
<p>American Indian and Alaskan Native Mortality Database</p> <p>Provides a data source for the analysis of American Indian and Alaskan Native (AI/AN) deaths. The database includes all deaths records for AI/AN (as coded on the death certificate) residing in the United States. Data are available for years 1972 to the present. These are death records (one record per decedent) submitted by the States to the National Center for Health Statistics (NCHS). The Indian Health Service (HIS) obtains the files from NCHS. (From Directory of Minority Health and Human Services Data Resources)</p> <p>Race information is taken from the death certificate, which is generally thought to be less accurate than the birth certificate, and is obtained from a family member or even based on the person's name or coroner's observation. A primary cause of death is listed, along with up to 7 or 8 secondary causes. If the population of an area is high enough to be considered metropolitan, it is noted. However, a person from a suburban area could not be differentiated from a person residing in a rural area. The database does not contain any tribal information.</p>	Counts	<p>Aaron Handler (301) 443-1180 (301) 443-1522 aandler@ihs.ssw.dhhs.gov</p>
<p>American Indian and Alaskan Native Natality Database</p> <p>Provides a data source for the analysis of American Indian and Alaskan Native (AI/AN) births. The database includes all birth records for AI/AN (i.e., where either the mother or father or both are recorded as AI/AN on the birth certificate) residing in the United States. Data are available for years 1972 to the present. These are birth records (one record per birth) submitted by the States to the National Center for Health Statistics (NCHS). The Indian Health Service (HIS) obtains the files from NCHS. (From Directory of Minority Health and Human Services Data Resources).</p> <p>The age of the mother is listed, and with teen population information, the rate of teen pregnancy can be calculated.</p>	Counts	<p>Aaron Handler (301) 443-1180 (301) 443-1522 ahandler@ihs.ssw.dhhs.gov</p>

Study/Database	Sample/Counts	Database Access
<p>Indian Health Service Inpatient Care System</p> <p>Collects diagnostic data on American Indians and Alaskan Natives (AI/AN) receiving inpatient care provided/funded by the Indian Health Service (IHS). *** All AI/AN who are discharged from HIS and tribal direct and contract facilities have medical abstract records completed regarding their stay. Individual records are maintained for each discharge with demographic and diagnostic information. This HIS system was first developed in the early 1970s. Patient records are available for FY 1977 to the present. (From Directory of Minority Health and Human Services Data Resources)</p> <p>*** A person may be regarded within the scope of the Indian Health program if he is not otherwise excluded therefrom by provision of law, and:</p> <p>A. Is of Indian and/or Alaska Native descent as evidenced by one or more of the following factors:</p> <ul style="list-style-type: none"> (1) Is regarded by the community in which he lives as an Indian or Alaska Native; (2) Is a member, enrolled or otherwise, or an Indian or Alaska Native Tribe or Group under Federal supervision; (3) Resides on tax-exempt land or owns restricted property; (4) Actively participates in tribal affairs; (5) Any other reasonable factor indicative of Indian descent, or <p>B. Is an Indian of Canadian or Mexican origin recognized by any Indian tribe or group as a member of an Indian community served by the Indian Health program; or</p> <p>C. Is a non-Indian woman pregnant with an eligible Indian's child for the duration of her pregnancy through post partum (usually 6 weeks); or</p> <p>D. Is a non-Indian member of an eligible Indian's household and the medical officer in charge determines that services are necessary to control a public health hazard or an acute infectious disease which constitutes a public health hazard.</p> <p>(Taken from the Indian Health Service web site: http://www.ihs.gov/GeneralWeb/HelpCenter/CustomServices/elig.asp)</p>	<p>Counts</p>	<p>Stephen Kaufman (301) 443-1180 (301) 443-1522 skaufman@ihs.ssw.dhhs.gov</p>

Study/Database	Sample/Counts	Database Access
<p>Indian Health Service Services Population Estimates and Projections</p> <p>To estimate and project counts of the American Indian and Alaskan Native (AI/AN) population eligible for Indian Health Service (HIS) services. Census enumeration counts for AI/AN by county are adjusted by AI/AN births and deaths to calculate (10-year linear regression) the natural change in projecting AI/AN counts beyond the last census and for 10-15 years in the future. AI/AN counts between census years are calculated by smoothing the county-specific counts between the two census enumerations. Currently, AI/AN counts are available for 1970-2005. From 1970 to 1979, the counts are available only for the counties that make up the HIS service area (i.e., “on or near” Federal Indian reservations). From 1980 on, counts are available for all U.S. counties. Census enumeration counts are obtained from the Bureau of the Census, and birth and death records are obtained from the National Center for Health Statistics (NCHS). (From Directory of Minority Health and Human Services Data Resources)</p> <p>Data are not available by reservation, although in some cases, a service unit would indicate a reservation area. Data are not available by tribe.</p>	Counts	<p>Aaron Handler (301) 443-1180 (301) 443-1522 ahandler@ihs.ssw.dhhs.gov</p>
National Center on Child Abuse and Neglect		
<p>National Child Abuse and Neglect Data System (NCANDS)</p> <p>Collects, compiles, analyzes, and makes available all state child abuse and neglect reporting information. Most data are obtained from automated state child abuse registries or automated state child welfare social services information systems.</p>	Counts	<p>http://www.calib.com/nccanch/services/stats.htm</p>
<p>National Incidence Study of Child Abuse and Neglect (NIS)</p> <p>To estimate the number of children under 18 who are abused and neglected in the United States and to monitor changes in maltreatment over time.</p>	No special coverage of AI/AN	<p>National Data Archive on Child Abuse and Neglect http://www.ndacan.cornell.edu/ndacan/Datasets_Table.html</p>

Study/Database	Sample/Counts	Database Access
National Center for Education Statistics Baccalaureate and Beyond (B&B) The population consisted of NPSAS graduates. Education and work experiences after completion of bachelor's degree. The first B&B cohort included students, identified in NPSAS:93, who completed a bachelor's degree in 1992-93. Two follow-up interviews took place (one in 94; one in 97). 94 focused on expectations for career/further schooling. 97 focused on enrollment patterns. Survey content includes: <ul style="list-style-type: none"> • Financial Aid • Respondent debt • Relationship of total school cost to awarded aid • Community service • Political involvement/voting history • Respondent disability • Respondent Employment history • Contributing factors to job selection • Projected employment /job expectations/strategies for job searching • Respondent annual salary/assets/ savings • Degree information—number/type/time it took to earn • Parental contributions to education • Language proficiency • Experience in teaching 		
	<u>1993/94 Total:</u> 11,000 students 8,000 parents <hr/> <u>AI/AN 1994:</u> 54, .5% 81, .7% (Derived, includes other responses) 73, .7% (Non-Hispanic; used Soundex-based modules for words indicating race when not stated, or zip code) <u>AI/AN 1997:</u> 67, .6% (Non-Hispanic AI/AN; only asked if data not present) 73, .7% (93/94 race used; only asked if missing) 70, .7% (Race confirmed if NPSAS data present, asked if not) 81, .7% (Race without regard to ethnicity; Soundex modules/zip codes used)	http://www.NCES.ed.gov/pubsearch/getpubcats.asp?sid=015#015

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<p>Beginning Post-secondary Students (BPS)</p> <p>Surveys institutions, students, and parents: persistence, progress, and attainment. Base interview conducted in 1989-90. Two follow-up interviews; 92 and 94.</p> <p>Survey content includes:</p> <ul style="list-style-type: none"> • Financial aid/loans; student debt • Estimated family contribution related to total cost/dependent on aid • Number of risk factors—did this change at any time? • Number of years in post sec institution; degrees; GPA; SAT/ACT • Respondent's satisfaction with institution/intellectual growth • Availability of cultural activities, counseling services • How closely is respondent's job related to plan of study? • Emotional/physical health • Is community involvement important to respondent? 	<p><u>AI/AN 1994:</u> 45, .6% (Derived; race and ethnicity) 51, .7% (Derived; NPSAS '90, BPS '92, BPS '94)</p> <p><u>AI/AN 1990:</u> 42, .6% 36, .5% (Derived; preloaded according to NPSAS record abstract) 53, .7% (Derived; NPSAS)</p> <p><u>AI/AN 1990, parents:</u> 18, .2% 23, .3% (spouse)</p>	<p>http://www.NCES.ed.gov/pubsearch/getpubcats.asp?sid=014</p>

Study/Database	Sample/Counts	Database Access
<p>Common Core of Data (CCD)</p> <p>A comprehensive, annual, national statistical database of information concerning all public elementary and secondary schools (approximately 87,000) and school districts (approximately 16,000).</p> <p>“American Indian/Alaskan Native: A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.”</p> <p>The five data sets within CCD can be used separately or in conjunction with one another to provide information on many topics. Examples of CCD data that could be used to address important education issues are:</p> <ol style="list-style-type: none"> 1. size of school and pupil/teacher ratio; 2. size of school district and region of the country; 3. locale of school and racial/ethnic composition for selected states; 4. racial/ethnic composition and pupil/teacher ratio for selected states; 5. locale of school and percent of free-lunch eligible students for selected states; 6. grade level and pupil/teacher ratio; 7. size of school district and number of special education students; 8. graduates; and 9. state share of expenditure for education and expenditure per pupil. (From http://www.NCES.ed.gov/ccd/aboutccd.html) 	<p><u>AI/AN, 98/99 school year, public school students:</u> 532,641/46,487,471 (1.2%)</p> <p><u>AI/AN, 98/99 school year, BIA school students:</u> 50,125</p> <p><u>AI/AN, 97/98 school year, public school students:</u> 1.2%</p>	<p>http://www.NCES.ed.gov/ccd/ccdda.html</p>

Study/Database	Sample/Counts	Database Access
<p>High School and Beyond (HS&B)</p> <p>The HS&B survey included two cohorts: the 1980 senior class, and the 1980 sophomore class. Both cohorts were surveyed every two years through 1986, and the 1980 sophomore class was also surveyed again in 1992.</p> <p>Survey content includes:</p> <ul style="list-style-type: none"> • Coursework • Grades, test scores • Degrees awarded • Type of institution • Demographics • Expectations regarding future • Activities in high school 	<p><u>Total, 1984:</u> sophomore f/u: 253 seniors f/u: 185</p> <p><u>Total, 1986:</u> sophomore f/u: 246 senior f/u: 200</p> <hr/> <p><u>AI/AN sophomores:</u> '80: 305, 2.2% '82: 619, 4.3% '82: 90, .6% '82: 247, 1.9% (From transcripts only) '84: 292, 2% (Derived from multiple sources) '92: 211, 1.4% '92: 351, 2.4% (Recode of CATI variable and earlier f/u) '92: 155, 2.4% (parent survey of cohort subsample)</p> <p><u>AI/AN seniors:</u> '80: 247, 2.1% '82: 259, 2.3% '80 255, 2.4% (Parent survey of subsample) '80 13, .1% (Alaskan Native) '80 275, 2.4% (American Indian)</p>	<p>http://nces.ed.gov/pubsearch/getpubcats.asp?sid=022#015</p>
<p>Integrated Post-secondary Education Data System (IPEDS)</p> <p>Annual data on all post-secondary institutions in the US, including tribal colleges.</p> <p>Survey Content includes:</p> <ul style="list-style-type: none"> • Institutional characteristics • Fall enrollment • Completion of degrees • Salaries, tenure, and benefits of full-time instructional staff • Financial statistics (endowments, research grants) • College and university libraries • Fall staff • Fall enrollment in occupationally-specific programs (info pertaining to sex/race/ethnicity collected odd numbered years) 	<p>IPEDS, 95-96 and 96-97</p> <p>10,000 Post-secondary Institutions. Fall Enrollment data, Institutional Characteristics, Completions, Finance, Fall Staff, Faculty Salaries.</p>	<p>http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010#015</p>

Study/Database	Sample/Counts	Database Access
<p>National Adult Literacy Survey (NALS)</p> <p>Measured literacy skills among US population age 16 and older. 1992 sample. Obtained data by personal interviews through door-to-door sampling. Representative data are available for 12 states (CA, FL, IL, IN, IA, LA, NJ, NY, OH, PA, TX, WA) and for adults in prison.</p> <p>Respondents are asked, “Which best describes you?” and shown a card with different races listed. American Indian and Alaskan Native are two separate choices. ‘Other’ is also a choice. If no response, coded by observation.</p> <p>Survey content includes:</p> <ul style="list-style-type: none"> • Exercises to measure literacy skills • Extensive information regarding use of language, media, reading materials • Legal history, prison activities • Employment, income, assistance • Education and training 	<p><u>Total:</u> 26,994</p> <hr/> <p><u>AI/AN:</u> 162, .6% (Household final, derived; if Hispanic, not coded NA) 198, .8% (American Indians, household final) 4, 0% (Alaskan Natives, household final) 43, 3.8% (American Indians, prison sample) 0% (Alaskan Natives, prison sample) 9, 1% (American Indians, non-incentive sample) 0% (Alaskan Natives, non-incentive sample)</p>	<p>DISKETTE: Preliminary Data Files for 1992 NAH Adult Literacy Survey, #94695 (1995) 1-887-4EDPUBS</p>
<p>The National Assessment of Educational Progress (NAEP) 1998, Reading, Writing, Civics</p> <p>The Nation’s Report Card, the National Assessment of Educational Progress (NAEP), is a nationally representative and continuing assessment of what America’s students know and can do in various subject areas. Assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, the arts, and other fields since 1969. (From http://nces.ed.gov/nationsreportcard/site/whatis.asp)</p> <p>Asked, “Which best describes you?” One choice is “American Indian or Alaska Native”.</p>	<p><u>AI/AN, National samples for each subject:</u> grade 4: 173; 603; 164 grade 8: 119; 298; 116 grade 12: 94; 199; 74</p>	<p>http://nces.ed.gov/pubsearch/getpubcats.asp?sid=031</p>
<p>NAEP 1996 Mathematics, Science</p>	<p><u>AI/AN, National:</u> grade 4: 149; 223 grade 8: 110; 149 grade 12: 115; 70</p>	<p>http://nces.ed.gov/pubsearch/getpubcats.asp?sid=031</p>

Study/Database	Sample/Counts	Database Access
NAEP 1994 Reading, Geography, History	<u>AI/AN, National:</u> grade 4: 170; 112; 117 grade 8: 159; 130; 159 grade 12: 103; 60; 75	http://nces.ed.gov/pubsearch/getpubcats.asp?sid=031
NAEP 1992 Reading, Mathematics	<u>AI/AN, National:</u> grade 4: 117; 157 grade 8: 106; 112 grade 12: 59; 49	Data file. NAEP 1992 Reading #94270
NAEP 1992 National Assessment		Restricted Use CD-ROM #95754
NAEP 1992 State Mathematics Assessment		http://nces.ed.gov/pubsearch/getpubcats.asp?sid=031#015
1992 NAEP Trial State Assessment in Mathematics Almanacs		Data File. Almanacs, #93265
NAEP 1990 Mathematics	<u>AI/AN, National:</u> grade 4: 89 grade 8: 71 grade 12: 20	Data File. NAEP Mathematics Almanac, #92062
NAEP 1990 State Mathematics Assessment		Restricted Use CD ROM #92062
NAEP State and National Reading Assessments		CD-ROM. State and National Reading Assessment Almanacs #93273.

Study/Database	Sample/Counts	Database Access
<p>National Educational Longitudinal Survey (NELS)</p> <p>The NELS:88, which began with an 8th grade cohort in 1988, provides trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. Data were collected from students and their parents, teachers, and high school principals and from existing school records such as high school transcripts. Cognitive tests (math, science, reading, and history) were administered during the base year (1988), first follow up (1990), and second follow up (1992). Third follow up data were collected in 1994. All dropouts who could be located were retained in the study. The next follow-up is scheduled for 2000 (see electronic codebook re: where to get variable information). (Taken from http://nces.ed.gov/surveys/SurveyGroups.asp?Group=03)</p> <p>Survey content includes:</p> <ul style="list-style-type: none"> • Languages spoken/ fluency/native language • Parental involvement in school, child's life; supervision, family situation • Teacher/counselor involvement in school, decision-making • School and recreational activities • Substance use, sexual activity • Self concept, attitudes, locus of control, outlook, future plans, values • School behavior, class attendance, homework, absenteeism • School disorder, violence, perceptions of school • Priorities regarding choice of college • Family and peer relationships • School rules, school climate • Life events/stressors • School programs, including alternative schools, gifted and talented • Academic requirements, curriculum • Educational expenses • Percentage of students who go to college; career development activities • Teacher/staff salaries 	<p><u>AI/AN:</u> 1988: 299 1990 f/u: 259 <u>1992: 2nd follow-up, public release files:</u> 924, 3.8% 299, 1.2%, (Derived, based on "Which best describes you?") 712, 3.7%, (Derived, uses base year data; "which best describes you?") 266, 1.3%, (Derived, based on follow-up supplement data or race composite) 151, .9% (Derived, parent) <u>1992: 2nd follow-up, restricted:</u> 315, 1.3% (Derived, based on "Which best describes you?") 733, 3.7% (Derived, based on "Which best describes you?"; composite) <u>1994, 3rd follow-up, public:</u> 163, 1.2% (Derived, based on "Which best describes you?", composite) 538, 3.8% (Derived, includes base year) 212, 1.4% (Derived, asked in CATI version if race not already known; AI/AN without regard to ethnicity) <u>1994, 3rd follow-up, restricted:</u> 528, 3.9% (Response to "Which best describes you?" 177, 1.3% (Derived) 205, 1.4% (Constructed using student composite data, parent data, and school record data. Includes non-respondents and drop-outs). 552, 3.9% (Includes base year data) 211, 1.4% (Student supplement/F1 RACE composite) 556, 3.8% (Subjective reports of respondents; supplemented by records when missing, and augmented with NELS:88 data) 158, 1.3% (Student supplement/F1RACE composite) 212, 1.4% (Only asked of students where unknown; 1992 data used).</p>	<p>http://www.nces.ed.gov/surveys/nels88/</p>

Study/Database	Sample/Counts	Database Access
<p>National Household Education Surveys (NHES)</p> <p>The National Household Education Survey is a data collection system of the National Center for Education Statistics that provides descriptive data on the condition of education in the United States. It has been conducted in 1991, 1993, 1995, 1996, and 1999. For each year, the survey covered two or more substantive components addressing education-related topics. (From http://nces.ed.gov/nhes/)</p> <p>Black and Hispanic respondents were oversampled. Random digit dialing.</p> <p>Topics by year: 1991: Early childhood education, Adult education 1993: School readiness, School safety and discipline 1995: Early childhood program participation, Adult education 1996: Household library use, Civic and education involvement 1999: Adult education, Early childhood education, Parent involvement in education</p>	<p><u>Total:</u> 91: 60,000 93: 64,000 95: 45,000+ 96: 55,800 99: \approx 60,000</p> <hr/> <p><u>1999, race:</u> 5.2 % of students were identified as non-White, non-Black, and non-Hispanic (of another race/ethnicity).</p>	<p>Kathryn A. Chandler (202) 219-1767</p>

Study/Database	Sample/Counts	Database Access
<p>National Longitudinal Study of the High School Class of 1972 (NLS-72)</p> <p>The National Longitudinal Study of the High School Class of 1972 is the first of the longitudinal studies designed and conducted by the National Center for Education Statistics (NCES) of the U.S. Department of Education. Participants in the study were selected when they were seniors in high school in the spring of 1972, and a supplementary sample drawn in 1973. The records include the “Base Year” survey; follow-up surveys in 1973, 1974, 1976, 1979, and 1986; high school records; and post-secondary transcripts (collected in 1984). (From http://nces.ed.gov/surveys/nls72/)</p> <p>Survey content includes:</p> <ul style="list-style-type: none"> • Curriculum, after-school activities • Influences on school, stressors affecting school work • School quality ratings, attitudes about school, attitudes about self • Funding college, college costs • How career is determined, reasoning behind schooling decisions • Career and school plans • Ability to find work, satisfaction with work • Attitudes/practices regarding purchases, voting, politics • Personality <p>Asked, “How do you describe yourself?”</p>	<p><u>AI/AN:</u> 70, .3%, 1986 131, .6%, 1974 242, 1.1%, 1972</p>	<p>http://www.nces.ed.gov/pubsearch/getpubcats.asp?sid=021</p>

Study/Database	Sample/Counts	Database Access
<p>National Post-secondary Student Aid Surveys (NPSAS)</p> <p>The National Postsecondary Student Aid Study is a comprehensive nationwide study to determine how students and their families pay for postsecondary education, and to describe some demographic and other characteristics of those enrolled. The first study (NPSAS:87) was conducted during the 1986-87 school year; subsequently, NPSAS has been conducted triennially as NPSAS:90, NPSAS:93, and NPSAS:96. (From http://nces.ed.gov/npsas/overview.asp)</p> <p>Race and ethnicity are asked separately. If Hispanic, AI/AN are not counted as Hispanic. Race/ethnicity: Black, White, American Indian or Alaskan Native, Asian or Pacific Islander, Other, or Not Specified. Also asks for tribal name.</p> <p>1989-1990 survey content includes:</p> <ul style="list-style-type: none"> • Expenses, taxes, dependents, etc. • Loans, support, how paid for college, etc. • Income, worth, etc. • Do you own a typewriter? 50 books? A personal computer?, etc. • Important factors in choice of college, future career • Asks respondent to compare their health, popularity, abilities, etc. to that of others • What was helpful in applying for aid? • What has respondent has done to cut down on expenses when money was limited? • GPA, SAT scores 	<p><u>Total:</u> 50,000-60,000</p> <hr/> <p><u>AI/AN1996:</u> 457 students</p> <p><u>AI/AN 1993:</u> 420 students</p> <p><u>AI/AN 1989/1990 graduate and first professionals:</u> 53, .4% (Derived, Native Americans counted regardless of ethnicity; in some cases, race was imputed based on other variables) 52, .4% (Derived, all without regard to ethnicity) 44, .3% (Not derived) 48, .3% (Derived, from record abstract) 0, 0% (Parent demographics) 0,0% (Spouse's race)</p> <p><u>AI/AN 1989/1990 undergraduates:</u> 323, .7% (Derived from record abstract, student survey, parent survey. Native Americans counted regardless of ethnicity) 294, .6% (Derived, all without regard to ethnicity) 290, .6% (Not derived) 246, .5% (Derived, from record abstract) 215, .6% 60, .4% (Parent)</p>	<p>http://nces.ed.gov/pubsearch/getpubcats.asp?sid=013#015</p>

Study/Database	Sample/Counts	Database Access
<p>The National Study of Post-secondary Faculty (NSOPF)</p> <p>The first cycle of NSOPF was conducted in 1987-88 (NSOPF-88) with a sample of 480 institutions (including 2-year, 4-year, doctoral-granting, and other colleges and universities), over 3,000 department chairpersons, and over 11,000 faculty. The second cycle of NSOPF, conducted in 1992-93, was limited to surveys of institutions and faculty, but with an expanded sample of 974 public and private nonproprietary higher education institutions and 31,354 faculty. The study was designed to provide a national profile of faculty: their professional backgrounds, responsibilities, workloads, salaries, benefits, and attitudes. 1988,93,99. (From http://nces.ed.gov/surveys/nsopf/)</p> <p>Survey content includes:</p> <ul style="list-style-type: none"> • Teaching status/qualifications/educational history • Instructional methods—student profiles/subject matter/course level • Number of minority students • Percent of time spent teaching/researching • Funding levels/types of grants for research projects • Areas of research • Teaching categories • Does the respondent have any loans? • Projected age of retirement • How does the respondent rate resources/students/faculty/work environment/importance of salary, job security, etc. • Do respondents agree with the politics of the institution? • Characteristics of the institution 	<p><u>AI/AN:</u> 161, .6% (1993, Derived using federal directive #15) 141, .5% (1993, “What is your race?”)</p> <p><i>1999 data are currently unavailable, but some estimates may be available in December 2000.</i></p>	<p>http://nces.ed.gov/surveys/nsopf/</p>

Study/Database	Sample/Counts	Database Access
<p>Recent College Graduates (RCG)</p> <p>The General Education Provisions Act, 20 USC 1221e-1, Section 406(b)(5) states that NCES shall “conduct a continuing survey...to determine the demands for and availability of qualified teachers...in critical areas within education.” The Recent College Graduates Study (RCG) estimates the potential supply of newly qualified teachers. It is a study of the immediate post-degree employment and education experiences of people who obtained a bachelor’s or master’s degree from an American college or university. It focuses on those graduates qualified to teach at the elementary and secondary levels. The RCG has been conducted sporadically between 1976 and 1991. In 1993, NCES established Baccalaureate and Beyond, a longitudinal survey of graduating college seniors, which replaced the RCG Study. (From http://nces.ed.gov/surveys/rcg/)</p> <p>Survey content includes:</p> <ul style="list-style-type: none"> • Reasons for wanting/not wanting to teach • Annual teaching income • Teaching experience, preparedness, training 	<p><u>AI/AN:</u> 91, .6%</p>	<p>http://www.nces.ed.gov/pubsearch/getpubcats.asp?sid=012</p>
<p>School District Data Book (SDDB)</p> <p>The School District Data Book is an education database and information system, developed by the Mesa Group under contract to the National Center for Education Statistics (NCES), U.S. Department of Education, with involvement from all of the state education agencies. It contains an extensive set of data on children, their households and the nation’s school systems. The database provides up to thousands data items for each school district. Detailed 1990 Census school district special tabulation data for the U.S. and all states; database of key demographic items, administrative database (no county data), and financial database (no county data) of all school districts, counties, states, and the U.S. (From http://nces.ed.gov/surveys/SDDB/SDDB.html)</p> <p>2000 data were also collected. Race is defined by the census.</p>		<p>http://nces.ed.gov/surveys/SDDB/</p>

Study/Database	Sample/Counts	Database Access
<p>Schools and Staffing Survey (SASS) Periodic national survey of elementary/secondary schools. K-12. Provides national- and state-level data on public and private schools, principals, school districts, and teachers. High Indian enrollment = 25%</p> <p>Indian School Questionnaire:</p> <ul style="list-style-type: none"> • Absenteeism, enrollment data, admission requirements • Programs, services, and opportunities available • Courses offered with Native American focus • Use of performance reports • Student groupings, grade levels, and teaching methods • Core subject instruction and organization approach • Graduation requirements and percent graduating • Percentages of students attending technical school and college • PT/FT staff and staff race, criteria used in hiring staff, difficulty in filling vacancies, number of new hires, dismissal procedures, numbers of dismissals • Staff compensation, incentives, training, in-service • Parent participation and approaches to parent involvement • School safety/violence prevention • Number of computers, use of computers, technology • IEP, limited English students and services provided, migrant students <p>Indian School Principal Questionnaire:</p> <ul style="list-style-type: none"> • Experience and training • Attitudes about education/school • Teacher professional development • Teacher and school performance <p>Indian School Teacher Questionnaire:</p> <ul style="list-style-type: none"> • Certification and training information • Professional development • Class organization • Resources and assessment of students • Working conditions • Decision making <p>Indian School Library Media Questionnaire:</p> <ul style="list-style-type: none"> • Available facilities • Staffing • Technology • Collections and expenditures • Scheduling and transactions (use of center) • Collaboration and policy (working with teachers, procedures manual) <p>“How many students were...” One choice is Native American or Alaska Native.</p>	<p><u>AI/AN:</u></p> <ul style="list-style-type: none"> • 1987-88: not many BIA schools, if any. • 90-91: oversampled BIA schools, (101?) • 90-91: oversampled schools with high Indian enrollment, 1470 Native American teachers. • 93-94: 180 BIA schools, about 20% of sample schools were of high Indian enrollment (451); 1,661 Native American teachers, 602 BIA/tribal school students, 2,024 Native American students, 759 Alaskan students. • 99-00: BIA principals: 200; BIA teachers: 1000; BIA schools: 200; BIA media centers: 200 	<p>Public use: CD-ROM, #98-312 (887) 4-EDPUBS Restricted use: NCES Data Security Office</p>

Study/Database	Sample/Counts	Database Access
<p>Third International Mathematics and Science Study (TIMSS)</p> <p>The Third International Mathematics and Science Study (TIMSS) examines the mathematics and science achievement of students in 41 countries at three different grade levels (fourth, eighth, and the end of secondary school). Conducted during the 1995 school year, TIMSS includes several components the U.S. can use to examine its education system. The 1999 follow-up study is TIMSS-R, and 8th grade students in 38 countries participated. (From http://nces.ed.gov/timss/)</p>	<p><u>United States:</u> Over 500 schools and about 33,000 students</p> <p><u>TIMSS-R, US:</u> A national probability sample was drawn that resulted in 222 schools and approximately 9300 students participating at the eighth-grade level. Data to be released in December 2000.</p>	<p>http://nces.ed.gov/timss/timss95/rsrc_data.asp</p>
National Institute on Drug Abuse		
<p>Monitoring the Future</p> <p>An ongoing study of the behaviors, attitudes, and values of American secondary school students, college students, and young adults. Each year, a total of some 50,000 8th, 10th and 12th grade students are surveyed (12th graders since 1975, and 8th and 10th graders since 1991). In addition, annual follow-up questionnaires are mailed to a sample of each graduating class for a number of years after their initial participation. (From http://www.MonitoringTheFuture.org/)</p> <p>“How would you describe yourself?” “American Indian (Native American)” is one category. Typically, respondents choose only one category.</p>	<p><u>1999 weighted totals of AI/AN:</u> 8th grade: 16391 (2.3%) 10th grade: 13318 (1.2%) 12th grade: 13432 (1.0%)</p> <p><u>1998 weighted totals of AI/AN:</u> 8th grade: 17651 (1.5%) 10th grade: 14855 (1.1%) 12th grade: 14936 (0.9%)</p>	<p>http://monitoringthefuture.org/data/data.html</p>
National Institute of Mental Health		
<p>National Youth Survey (NYS)</p> <p>NYS was designed to gain a better understanding of both conventional and deviant types of behavior by youths and involved collecting information from a representative sample of young people in the United States. The data collection contains eight waves of the survey, which were conducted in 1976, 1977, 1978, 1979, 1980, 1983, 1987, 1993. There will be another wave in 2001. (From http://www.icpsr.umich.edu/SAMHDA/nys.html)</p> <p>Interviewers are instructed to determine race visually, or if race can not be determined, the participant is asked.</p>	<p>“Very, very few” Native Americans.</p>	<p>http://www.icpsr.umich.edu/SAMHDA/studies.html</p>

Study/Database	Sample/Counts	Database Access
National Science Foundation		
<p>National Survey of College Graduates (NSCG)</p> <p>The National Survey of College Graduates is a longitudinal survey, designed to provide data on the number and characteristics of experienced individuals with education and/or employment in science or engineering (S&E) in the United States. The survey is conducted by the Bureau of Census. In the 1993 survey, respondents were individuals living in the US in the reference week of April 15th and holding a bachelor's or higher degree. In later years, the coverage of the 1995, 1997 and 1999 panel surveys are limited to those either holding one or more degrees in an S&E field or those working in an S&E occupation. Initial data collection was done through the use of a self-administered mail survey using a prenotification letter, a first mailing, a reminder letter, and a second mailing. Nonrespondents to the mail questionnaire were followed up using computer-assisted telephone interviewing (CATI). A personal visit follow-up of nonrespondents to the CATI phase was also conducted. (From http://www.nsf.gov/sbe/srs/snscg/start.htm)</p>	<p>The 1993 survey target population consisted of all individuals under age 76 with at least a bachelor's degree as of the day of the 1990 decennial census, April 1, 1990. This survey was a baseline survey for the decade of the 1990s. The 1995, 1997, and 1999 panel surveys follow those individuals identified in the 1993 survey as having an S&E degree and/or an S&E occupation. However, those holding a U.S. earned PhD in an S&E field were not followed as these individuals are covered in a companion SESTAT survey—the Survey of Doctorate Recipients.</p> <p><u>AI/AN, includes all bachelor's degrees:</u> Weighted, 1993: 71,204 Unweighted, 1993: 1,258 Weighted, 1995: 27,066 Unweighted, 1995: 408 Weighted, 1997: 29,847 Unweighted, 1997: 408</p>	<p>SESTAT http://srsstats.sbe.nsf.gov/</p>
<p>National Survey of Recent College Graduates (NSRCG)</p> <p>Survey of recent (two years prior to the survey reference date) graduates with science and engineering degrees. 93,95,97,99. Data on race were first collected from universities to select the sample; then respondents were asked their race in an interview. Respondents are asked to mark only one race category (AI or AN).</p>	<p><u>AI/AN:</u> Weighted, 1993: 71,204 Unweighted, 1993: 1,258 Weighted, 1995: 4,119 Unweighted, 1995: 743 Weighted, 1997: 6,407 Unweighted, 1997: 118 Weighted, 1999: NK Unweighted, 1999: 104</p>	<p>SESTAT http://srsstats.sbe.nsf.gov/</p>

Study/Database	Sample/Counts	Database Access
<p>The Survey of Doctorate Recipients (SDR)</p> <p>The Survey of Doctorate Recipients (SDR) is designed to provide demographic and career history information about individuals with doctoral degrees. (From http://www.nsf.gov/sbe/srs/ssdr/start.htm)</p>	<p><u>AI/AN:</u> Weighted, 1993: 1,872 Unweighted, 1993: 266 Weighted, 1995: 1,953 Unweighted, 1995: 243 Weighted, 1997: 1,926 Unweighted: 1997: 294</p>	<p>SESTAT http://srsstats.sbe.nsf.gov/</p>
Office of Indian Education Programs		
<p>OIEP-funded school report cards</p> <p>Each year, OIEP-funded schools submit a report card that tracks their progress in meeting OIEP's Performance Indicators.</p>	<p>Includes all BIA-funded schools (185 in 2000-2001).</p>	<p>1997/1998 report cards: http://www.oiep.bia.edu/school_report_cards.htm</p>
The Office of Juvenile Justice and Delinquency Prevention		
<p>Supplementary Homicide Reporting (SHR) Program</p> <p>The SHR Program, which began in 1961, is a part of the FBI's Uniform Crime Reporting Program (UCR). The SHR Program provides detailed information about homicide victims, offenders, and the circumstances surrounding homicides in the United States. Law enforcement participation in the SHR Program is voluntary, but the program has collected data yearly on more than 95% of all homicides.</p> <p>"Easy Access" SHR software can be used to view race (including AI/AN) of offender and victim, nationally and by state, for the years 1980-1998. However, this data can not be viewed by juvenile status. For more detailed analysis purposes, race is only broken down into the categories 'white', 'black', and 'other'.</p>	<p>Counts</p>	<p>Can be downloaded: http://www.ojjdp.ncjrs.org/facts/ezaaccess.html#require</p>

Study/Database	Sample/Counts	Database Access
<p>Juvenile Court Statistics</p> <p>The information presented by this software package represents national estimates of delinquency cases handled by U.S. courts with juvenile jurisdiction between 1988 and 1997. Courts with juvenile jurisdiction may handle a variety of matters, including status offenses, child abuse and neglect, traffic violations, child support, and adoptions. This package presents data only on the delinquency cases processed by the courts. (From http://ojjdp.ncjrs.org/facts/ezaccess.html)</p> <p>Data for AI/AN are not available.</p>		<p>http://www.ojjdp.ncjrs.org/facts/ezaccess.html#require</p>
<p>FBI Arrest Statistics</p> <p>The Easy Access to FBI Arrest Statistics 1994 - 1997 package (EZAUCR97) presents arrest information for each county in the U.S. The number of agencies reporting this information changes each year.</p> <p>No race data are available.</p>		<p>http://www.ojjdp.ncjrs.org/facts/ezaccess.html#require</p>
<p>Planning and Evaluation Service, Office of the Under Secretary of Education, USED</p>		
<p>National Longitudinal Survey of Schools</p> <p>Provides information about the extent to which Title I schools are using standards-based reforms to improve student learning.</p> <p>Survey content includes:</p> <ul style="list-style-type: none"> • Current status of reform implementation • Professional development of teachers and principals • Content, instruction, and teacher expectations • Parent involvement • Availability and use of technology 	<p>1100 Title I schools, including 100 high Indian enrollment schools (20-25 BIA). High Indian enrollment = more than 10%. Obtained race data from CCD. 1998-99, 99-00, 00-01</p>	<p>Public use data files are estimated to become available on or after December 2001.</p>

Study/Database	Sample/Counts	Database Access
SAMHSA National Household Survey on Drug Abuse (NHSDA) This survey has been the primary source of estimates of the prevalence and incidence of illicit drug, alcohol, and tobacco use in the population since 1971. The survey is based on a nationally representative sample of the civilian, non-institutionalized population of the United States age 12 years and older. (From http://www.samhsa.gov/oas/p0000016.htm)		
	<u>Total:</u> 1994-18,000 1995-18,000 1996-18,000 1999- 11,709 <u>AI/AN, 1999:</u> Unweighted: 739 (243 under age 18) Weighted: 1,151,000 (131,000 under age 18) *Many Native Americans also selected the multiple race category <u>AI/AN, 1998:</u> Unweighted: 721	Public use data sets available for 79,82,85,88, 90-96. <hr/> 1998 Data: http://www.samhsa.gov/OAS/NHSDA/98SummHtml/TOC.htm

Study/Database	Sample/Counts	Database Access
<p>State Needs Assessment Profile Studies</p> <p>Native American Population Study, California This study synthesizes data from existing sources in an effort to better understand Native American substance abuse, including prevalence, risk and protective factors, needs assessment, and policy planning. Completion date: 9/98</p> <p>Student School Survey, Montana Survey of students in grades 7-12 on availability of drugs, community disorganization, crime, family high-risk behavior and conflict, commitment to school, antisocial behavior. Up to seven tribal reservation communities invited to participate. Completion date: 9/98</p> <p>Student Survey, Arizona This study involves the utilization of the <i>School Survey of Risk and Protective Factors and Prevalence of Alcohol, Tobacco, & Other Drug Use</i> questionnaire for the statewide survey of middle and high school students. Questions concerning 1-year prevalence of key drugs will be added to this questionnaire. The sample includes students from public, private, public charter, and Native American reservation schools. Completion date: 9/01</p> <p>(From http://www.health.org/dbases/factoids/index.htm)</p>		<p>http://www.health.org/dbases/factoids/index.htm</p>

Study/Database	Sample/Counts	Database Access
United States Census Bureau		
<p>Current Population Survey (CPS)</p> <p>Monthly household survey, in conjunction with the Bureau of Labor Statistics; Oct. supplement since 1960's includes school enrollment and educational attainment for elementary/secondary/post secondary education and other education topics. (Oct. supplement NCES.)</p>	<p>50,000 households yearly.</p> <hr/> <p><u>3/2000:</u> Unweighted, 1,736 Weighted, 2,847,493 (1%)</p> <p><u>3/1999:</u> Unweighted: 1,894 Weighted, 2,481,848 (.9%)</p> <p><u>3/1998:</u> Unweighted, 1,688 Weighted, 2,353,182 (.9%)</p> <p><u>School Enrollment Supplement 10/1998:</u> Unweighted, 1,707 Weighted, 2,580,235 (1%)</p>	<p>CPS web site: http://www.bls.census.gov/cps/cpsmain.htm</p> <hr/> <p>FERRET: http://ferret.bls.census.gov/cgi-bin/ferret</p>
<p>Decennial Census</p> <p>Demographic and other data, entire population.</p> <p>1990 Census of Population and Housing includes:</p> <ul style="list-style-type: none"> American Indian language ability, linguistic isolation, English ability American Indian educational attainment, school enrollment American Indian labor force, industry, and occupation information American Indian housing conditions, poverty, income, neighborhood conditions 	<p>Counts</p>	<p>http://www.census.gov/main/www/cen1990.html</p> <hr/> <p>http://www.census.gov/population/www/censusdata/hiscendata.html</p>

Study/Database	Sample/Counts	Database Access
The Urban Institute		
<p>The National Survey of American Families (NSAF)</p> <p>Focuses on the economic, health, and social characteristics of children and adults under the age of 65, and their families. Conducted in 1997 and 1999. The NSAF sample is representative of the nation as a whole and of 13 states: Alabama, California, Colorado, Florida, Massachusetts, Michigan, Minnesota, Mississippi, New Jersey, New York, Texas, Washington, and Wisconsin. The primary sampling method for the NSAF was a random selection of telephone numbers; a sample of households without telephones was also included. The data were collected using computer-assisted telephone interviewing (CATI) technology. In households without telephones, cellular phones were provided to complete interviews. The survey was designed to oversample people with low incomes so that analysts could obtain a more detailed picture of that portion of the population.</p> <p>(From http://newfederalism.urban.org/nsaf/index.htm)</p> <p>Asked about race as an open-ended question, and probed if necessary. American Indian/Native American was one category.</p>	<p><u>1997 Total:</u> over 44,000 households over 100,000 people</p> <hr/> <p>1997 AI/AN: Unweighted children: 521 Unweighted adult pairs: 941</p> <p><i>1999 data not yet available.</i></p>	<p>http://newfederalism.urban.org/nsaf/cpuf/index.htm</p>
Other Data Sources		
Cornell University		
<p>National Data Archive on Child Abuse and Neglect (NDACAN)</p> <p>The primary activity of the Archive is the acquisition, preservation, and dissemination of high quality data sets relevant to the study of child abuse and neglect. (From http://www.ndacan.cornell.edu/)</p>		<p>http://www.ndacan.cornell.edu/</p>
The Federal Interagency Council on Statistical Policy		
<p>FEDSTATS</p> <p>This site provides access to the full range of data produced by over 70 agencies for public use.</p>		<p>http://www.fedstats.gov/search.html</p>

Study/Database	Sample/Counts	Database Access
Inter-university Consortium for Political and Social Research (ICPSR) at University of Michigan		
<p>National Archive of Criminal Justice Data (NACJD)</p> <p>NACJD acquires, archives, processes, and provides access to computer-readable criminal justice data collections for research and instruction. The NACJD web site provides downloadable access to over 550 criminal justice data collections. (From http://www.icpsr.umich.edu/NACJD/welcome.html)</p>		<p>http://www.icpsr.umich.edu/NACJD/archive.html</p>
NCES		
<p>The Data Analysis System (DAS)</p> <p>The DAS is a Windows software tool that allows access to Department of Education survey data. The DAS generates tables specified by users who “tag” row and column variables of interest to them. The output tables contain the estimates (usually percentages of students) and corresponding standard errors which are calculated taking into account the complex sampling designs used in NCES surveys. DAS software can create correlation matrices that can be used as input for most popular statistical software programs for multivariate analysis. There is a separate DAS for each survey data set, and all have a consistent interface and command structure. (From http://nces.ed.gov/das/)</p>		<p>http://nces.ed.gov/das/</p>

Study/Database	Sample/Counts	Database Access
NIH		
<p>The Family Data Archive</p> <p>The Family Data Archive is an archive of data sets that deal with various aspects of family life in America. The data sets include:</p> <ul style="list-style-type: none"> • National Survey of Families and Households • 1976-87 National Survey of Children • National Child Care Survey 1990 • Profile of Child Care Settings, Home-based programs 1990 • Profile of Child Care Settings, Center-based Programs, 1990 • National Commission on Children: 1990 Survey of Parents and Children • National Child Care Survey 1990: Low-income Substudy • Marital Instability Over the Life Course: 1981-88 • Stanford Child Custody Study: 1984-90 • 1975 National Family Violence Survey • 1985 National Family Violence Survey • National Health Interview Survey on Child Health, 1988 • Gerald Patterson's study of supervision, 1988 <p>(From Directory of Minority Health and Human Services Data Resources)</p>		<p>J. J. Card Sociometrics, Inc. (415) 949-3282/fax (415) 949-3299</p>
National Science Foundation		
<p>SESTAT (The Science and Engineering Statistical Data System)</p> <p>The SESTAT Integrated Databases each contain records on over 100,000 college graduates with an education and/or occupation in a natural science, social science or engineering field currently representing about 12 million scientists and engineers in the United States. (From http://srsstats.sbe.nsf.gov/)</p>	<p>Samples represent statistically 12.6 million persons with science and engineering degrees.</p>	<p>http://srsstats.sbe.nsf.gov/dataaccess_java.html</p>

Study/Database	Sample/Counts	Database Access
SAMHSA		
Drug Abuse Warning Network (DAWN) Data on drug-related ER visits/deaths, from over 500 hospital emergency departments and about 150 medical examiner jurisdictions throughout the U.S.		http://www.samhsa.gov/oas/p0000018.htm
United States Census Bureau		
Federal Electronic Research, Review & Extraction Tool (FERRET) Includes Bureau of Census, Bureau of Labor Statistics, and National Center for Health Statistics.		http://ferret.bls.census.gov/